

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Journeys Grade 6

### Final Review

*Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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<b>INSTRUCTIONAL DESIGN (ID)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	Research is there, but it wasn't a very large sample and most effected sizes were in the "medium" range.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	Not in teacher's manual, but in a separate document.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	Comprehension looks great!
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	Writing is good. Grammar seems weak, (however songs are provided), but needs to be taught a more in the context of writing. Includes 6 Traits and regular writing prompts. "Write Smart" looks great. Listening is included on every Day 1.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	The objectives are listed throughout the lessons. Essential question each week.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	Differentiation options look good.
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Includes writing and grammar.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	Teacher's guide is clearly presented and looks easy to follow. Routine looks consistent and very doable.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	"Grab and Go", ready-made centers, and focus wall are nice additions.
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the	X	X	X	X	X	X	X	2	

objective?									
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	Gives exact phrasing and sample responses. Think Alouds are used.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	Yes, through turn and talk activities.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	Yes, through Think Alouds and teacher read alouds.
Guided practice with feedback?	X	X	X	X	X	X	X	1	Example: u.4 l.16 T37. There could be more corrective feedback throughout.
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Unit 6 is a cumulative review of vocabulary, skills, and strategies. The third Weekly Test in each unit, known as Skills in Context, includes a "fresh read" that assesses the same skills and vocabulary in the context of a new reading passage.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	There are monitoring comprehension checkpoints throughout the lessons with feedback on what to re-teach or move on.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	Listed under "common errors"
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	Differentiated lists available for spelling, too.
23. Is instruction differentiated based on	X	X	X	X	X	X	X	1	Don't see any assessments for differentiated

assessment?									instruction, but it states that they have them in the “Week at a Glance” section.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	Evident in “I do, we do, you do it.” and stations labeled “Get Ready”, “Reach Higher”, and “Challenge Yourself”. Higher level activities, not just more work.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Every group every day. Is this realistic?
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	<i>Publisher’s Comment:</i> The red “Monitor” boxes throughout Whole Group instruction provide guidance for forming flexible small groups based on student progress. At the end of each Whole Group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill category of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score in the middle range or Tier II Intervention lessons for students who score in the low range.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	Yes, via “Challenge Yourself”, differentiated stations, leveled texts and novels. Differentiated lists available for spelling, too.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	2	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher’s Comment:</i> The explicit instruction and consistent lesson design of <i>Journeys</i> enables a wide range of instructional staff to implement the program with fidelity. The tabbed sections of the TE help districts and schools plan who provides general and specialized instruction.
Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher’s Comment:</i> A comprehensive reading program such as <i>Journeys</i> is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the <i>Journeys</i> Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional Development training will provide guidance on implementing <i>Journeys</i> in specific instructional settings.
<b>TOTAL</b>								<b>59</b>	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	Example: U2L7 T113 “Decoding” schwa in unstressed syllables.
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	Began with VC patterns, moved on through prefix, suffix, roots, and word parts.
3. Does phonics instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	Doesn't appear to build on previous learning.
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	Review doesn't appear to be “cumulative”.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	Yes, weekly data based instruction, however only assesses that week's phonics element.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Not explicitly stated; implicit in decoding and spelling.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	Found in word learning and short passages.
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	Somewhat, but homophones, suffixes, roots, etc. are hard to quantify in terms of relative difficulty.
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Fluency practice and decoding instruction in <i>Journeys</i> are closely aligned. Phonics components are sequenced based on their prevalence in student texts. Therefore when students reread the Student Book texts to improve their fluency, they are also practicing the target phonics component for the lesson.
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	Very little support. (Example: U1 L1 pT40 “Guided Practice”.)
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	Found under Vocabulary Strategies.

15. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	Example: U1 L1,2,4.
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	2	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	2	
18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	2	
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	2	
20. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	2	
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	Addressed but not exceptionally.
22. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	No strong connection between the word study and reading.
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Most words used during the Decoding lessons are pulled from the Student Book selections.
<b>TOTAL</b>								<b>31</b>	

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	Weekly fluency lessons seem random.
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	

6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	Teacher read-aloud every 1st day.
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Research indicates that, rather than explicitly teaching irregular words through Grade 6, the more efficient and effective use of instructional time is to provide a strong base in phonics and morphological decoding skills to support students' identification and learning of the majority of words, including those that are irregular, at the intermediate level. By taking into account the strong phonics and decoding strand in <i>Journeys</i> that spans Kindergarten through Grade 6, many irregular words in Grade 6 are fully decodable and can be considered known.
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	Evident in ready-made work stations.
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	Nice variety. Paired selection.
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the	X	X	X	X	X	X	X	1	

beginning?									
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	Teach/Model/Practice/Apply format for each lesson
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	Only see one text at below and advanced levels per week.
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	Grab and Go U2 L9 pT274 "Fluency Scoring Rubric".
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	<i>Publisher's Comment:</i> Students time their readings and record their reading rate results during Comprehension and Fluency Ready-Made Work Station activities.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	No evidence.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.
<b>TOTAL</b>								<b>31</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	2	Vocabulary reader in addition to leveled text with common vocabulary.
3. Does vocabulary instruction include	X	X	X	X	X	X	X	2	



<b>coordinated instructional sequences and routines?</b>									
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Each lesson in Unit 6 reviews key vocabulary from previous units.
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	No "explanation & instruction of key vocab" evident.
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	Below and advanced have just one book per week at their independent level. Three novels per year for whole group are introduced.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	Wondering about the list still being too long (according to Marzano research).
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	

Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	Yes, through the words sorts, "Write Smart" activities.
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Antonyms are taught in the Grade 6 Analogies lessons.
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	1	One week focus on idioms and similes are mentioned in writing.
Morphemic analysis?			X	X	X	X	X	2	
Etymologies?				X	X	X	X	2	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	American Heritage & Merriam-Webster online dictionaries available to kids in "Resource Hub"
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	0	<i>Publisher's Comment:</i> Journeys online resources at thinkcentral.com help students acquire and apply Target Vocabulary across a range of contexts. Online resources include Vocabulary in Context Cards, Vocabulary Readers, eStudent Books with audio glossaries, and interactive whiteboard lessons that

									support the use of vocabulary strategies. These resources can be used by individual students and small groups or projected for use with a whole class.
<b>TOTAL</b>									<b>60</b>

<b>COMPREHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of	X	X	X	X	X	X	X	1	Not an emphasis.

beginning, middle, and end?									
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	Would like to see more direct instruction.
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	Would like to see more direct instruction.
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	Would like to see more direct instruction.
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	

31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> In the TE, Develop Comprehension questions that focus on students' literal comprehension of the selections spiral through the lessons, providing a systematic review of key literal comprehension skills, such as identifying a sequence of events and using text and graphic features.
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The Target Skill Main Idea is introduced, applied, and reviewed in Lesson 13. Like other key Target Skills, Main Idea is systematically reviewed and applied to new texts in Unit 6 Lesson 26. Skill Traces at point of use help teachers locate additional lessons for reteaching, reviewing, and assessing comprehension skills.
Summarization?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The Target Strategy Summarize is introduced, applied, and reviewed in Lesson 5. By employing a systematic, gradual release model of instruction, <i>Journeys</i> guides teachers who are expert readers in transferring their strategy use to students who are building their skills. Like other Target Strategies, Summarization is systematically reviewed and applied to new texts in Lessons 7, 11, 16, and 27.
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	
<b>TOTAL</b>									<b>60</b>

<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
<b>TOTAL</b>								<b>2</b>	

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
<b>TOTAL</b>								<b>6</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	Weekly tests are quite long & probably very time-consuming. Writing to a prompt is done regularly. Spelling inventory is included.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	Generally, but not specifically.
<b>TOTAL</b>								<b>3</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	2	PD plan looks good.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	2	Train the trainer for each building.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	Additional PD costs \$3500 per day for 30 people.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	2	"Look-fors" for principals, as well as online videos.
<b>TOTAL</b>								<b>8</b>	